



# POSITION DESCRIPTION

**Directorate:** Education

**Position Number:** P66323

**Branch:** School Improvement

**Classification:** SOGB

**Business Unit:** Kingsford Smith

**Location:** Holt

School

**Last Reviewed:** 02/07/2026

**Position Title:** Business Manager

**Position Requirements:** Working with  
Vulnerable People (WWVP) registration

The Australian Capital Territory Public Service (ACTPS) is a values-based organisation where all employees are expected to embody the prescribed core values of respect, integrity, collaboration and innovation, as well as demonstrate the related signature behaviours [Values and Signature Behaviour - ACTPS Employment Portal](#)

## DIRECTORATE OVERVIEW

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The [ACT Education Directorate](#) (Directorate) delivers high quality education services through government schools, registers non-government schools and administers vocational education and training in the ACT. The Directorate aims to develop and deliver educational services to empower each child and young person in the ACT to learn for life.

The Education Directorate is one of seven ACT Government Directorates established with a collaborative purpose to achieve the ACT Government's priorities and to serve the community. The Education Directorate services include the provision of public-school education, regulation of education and care services, registration of non-government schools and home education.

**What is important to us:** We are an education system that empowers our young people to thrive in ways that foster a democratic, equitable, diverse and prosperous society.

**Our Mission:** We develop and deliver educational services to empower each young person in the ACT to learn for life.

**Our Vision:** Our Directorate values of respect, integrity, collaboration, and innovation reflect the employee values of the ACT Public Service. These core values underpin our service delivery and are the cornerstone of our workplace environments. Translating these values into daily practice is an expectation of all ACT public servants.

The ACT public education system continues to expand with over 50,000 students attending 90 public schools, comprising:

- 52 preschool to year 6 schools (including four Koori preschools);
- nine year 7 to 10 high schools;
- eight year 11 and 12 secondary colleges;
- six early childhood schools (preschool to year 2);
- four specialist schools;
- eight preschool to year 10 schools (including one Koori preschool);
- one kindergarten to year 10 school; and
- one year 7 to 12 school.

The Directorate also has responsibility for the planning and coordination of early childhood education and care services for the ACT.

The Directorate is structured around four divisions: School Improvement Division; System Policy and Reform; Business Services Division and Service Delivery and Design. The Directorate employs approximately 7,050 staff including 4,211 school teachers and leaders.

Further information about working in the ACT Public Service and the Education Directorate can be found at <https://www.jobs.act.gov.au/about-the-actps> and <https://www.education.act.gov.au/>.

## **BRANCH OVERVIEW**

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The School Improvement Branch works closely with schools supporting them to develop sustainable processes that ensure a culture of school improvement and accountability related to their individual context.

## **SCHOOL OVERVIEW**

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ACT Public Schools deliver quality education to shape every child's future and lay the foundation for lifelong development and learning. Kingsford Smith School is a dynamic P–10 learning community located in Holt within the Belconnen network, catering for approximately 780 students. The school is committed to academic growth, inclusion, and evidence-informed practice, with a strong focus on continuous improvement to deliver a consistent and high-quality learning experience for all students.

The school serves a diverse community and is focused on fostering a positive, inclusive culture that supports engagement, wellbeing, and student success. Strong partnerships with families and the wider community are central to the school's approach.

Our P–10 structure provides a seamless learning journey from early childhood through to Year 10. Primary students are supported in a nurturing environment that builds strong foundations for learning, while secondary students are supported to develop independence, leadership, and responsibility. This continuity promotes strong relationships, stability of learning, and a clear developmental progression across all stages of schooling.

Kingsford Smith School delivers learning programs aligned with the Australian Curriculum and the Early Years Learning Framework, with a focus on evidence-informed teaching practices that

strengthen literacy, numeracy, and student engagement through meaningful and relevant learning experiences.

The school works within the ACT Education Directorate values of respect, integrity, collaboration, and innovation, and is committed to providing a safe, inclusive, and high-performing learning environment where every student is supported to achieve their potential.

## POSITION OVERVIEW

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This position is an active member of the school leadership team, overseeing the operations of the school business, and is accountable to the ACT Education Directorate in meeting relevant legislative requirements. The Business Manager plays an integral role within the school community and the school improvement agenda, ensuring the school is a safe, happy and positive environment where students love to learn. They provide valuable, enabling support to the Principal while working collaboratively with the school leadership team and the school community to support student outcomes.

The SOGB Business Manager is a senior executive leadership position within Kingsford Smith School, responsible for the strategic and operational leadership of corporate and business functions in a large and complex P–10 environment.

The role provides leadership across finance, human resources coordination, facilities and asset management, procurement, compliance, and administrative systems, ensuring effective stewardship of resources and strong operational performance that supports school priorities and student outcomes.

As a member of the School Executive, the Business Manager contributes to strategic planning, governance, risk management, and continuous improvement. The role ensures alignment with ACT Education Directorate policies, legislative requirements, and whole-of-government frameworks.

The Business Manager leads multidisciplinary administrative teams, fostering a culture of accountability, professionalism, and high-quality service delivery across front office operations, enrolments, financial management, and facilities coordination.

In a P–10 context, the role ensures operational systems are responsive, consistent, and appropriately tailored across primary and secondary cohorts, supporting the diverse needs of a growing school community.

The position also ensures compliance with Work Health and Safety obligations, asset management standards, and risk management frameworks, contributing to the safe, efficient, and well-coordinated operation of the school.

## WHAT YOU WILL DO

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Business Manager positions at this level lead school business operations with a focus on continuous improvement, accountability and responsibility for outcomes arising from the use or allocation of resources. Decisions may have major impact on the day-to-day operations of the school and management responsibilities are a significant function of this level. Responsibilities include:

### **Strategic Management**

- Lead and influence discussions with the school leadership team to improve business practice and meet student needs
- Provide high level advice and recommendations to the school leadership team on programs and policies to ensure excellent service delivery and innovative solutions

- Provide high level advice and recommendations to support strategic objectives and the priorities in the School Improvement Plan
- Design programs and policies that deliver innovative solutions.
- Lead business improvement across the school, including:
  - Influence and work with the school leadership team to improve business outcomes at the school
  - Lead the the school administration and support team to encourage a culture of business improvement
  - Oversee and review the development and implementation of school based administrative processes and procedures in line with relevant ACT Government policy and legislative requirements
  - Facilitate and implement innovative initiatives that contribute to business improvement strategies and changes in workplace practices.

### **Human Resources**

- Lead the school administrative team and maximise capability through effective human resource management:
  - Set priorities, maintain team cohesion and ensure quality outputs for the school
  - Build capability of the team including professional development conversations and identifying and providing training opportunities
- Manage all aspects of the employment cycle including identify, develop and deliver training and development programs
- Provide high level advice to the principal on a range of staffing related matters across several enterprise agreements
- Work with the Principal to determine and manage staffing requirements within the allocated staffing resource
- Understand and apply required legislative, policy and regulatory requirements such as the relevant ACT Government Enterprise Agreements
- Understand and apply the ACTPS Code of Conduct and ACTPS values of respect, integrity, collaboration and innovation, and model behaviour consistent with the ACTPS Respect, Equity and Diversity framework.

### **Financial Management**

- Lead the strategic direction of the school's budget and apply accounting principles to deliver the schools financial program including:
  - Identify, forecast, develop and report on annual school budgets
  - Prepare financial statements and finance reports
  - Identify financial issues and assist the school leadership team to understand business needs and costs

### **Facilities Management**

- Lead and manage major projects including:
  - submissions and managing procurement
  - major works, repairs and maintenance

- school infrastructure projects and the school maintenance program
- managing the Building Services Officer

### **Communications and stakeholder engagement**

- Provide excellent customer service and ensure school communications are of a high quality
- Communicate, negotiate and influence key stakeholders
- Prepare complex documentation including recommendations and advice to key stakeholders

### **Procurement and contract management**

- Strategic management of procurement activities to support school infrastructure and service delivery, and provide evidence of informed advice and recommendations to the school leadership team
- Manage hire and licence agreements including identifying opportunities for new revenue streams

### **Compliance, Risk and Governance**

- Provide advice to the school leadership team on relevant risks and mitigation strategies
- Interpret, understand and apply legislative, policy and regulatory frameworks
- Ensure compliance of and implement appropriate Work, Health and Safety Practices
- Engage with the School Board

Other duties as directed by the Principal.

## **WHAT YOU REQUIRE**

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The following capabilities form the selection criteria that are required to perform the duties and responsibilities of the position.

### **Professional / Technical Skills and Knowledge**

1. Demonstrated experience in leading the strategic direction of a budget and apply a solid understanding of accounting principles to deliver the schools financial program.
2. Demonstrated high level experience in human resource management to maximise capability and lead collaborative and systemic approaches to service delivery.
3. Demonstrated workforce planning experience that has a significant impact on the day-to-day operations of the school business including the expenditure of funds, the undertaking of specific actions or reviewing previous actions

### **Behavioural Capabilities**

1. Demonstrated exceptional communication skills, including an ability to negotiate with and influence key stakeholders.
2. Proven ability to provide high level objective advice and strategic direction to embed a culture of continuous improvement for better school outcomes.

3. Demonstrated ability to lead and influence discussions with senior management to enhance collective growth and take accountability and responsibility for business outcomes.

## **Compliance Requirements / Qualifications**

- This position requires a Working with Vulnerable People (WWVP) registration.
- Asbestos Awareness Training is a mandatory requirement of this role and must be completed prior to or on commencement of this role.

## **Desirables**

- Business qualifications or experience in a business-related role
- Financial qualifications or relevant experience

## **Other information**

### **Working in a School Setting Duty of Care**

The legal duty of care requires that all staff should take all reasonable measures to ensure the safety of any student. Whilst Administrative Service Officers (ASO) do not have the same level of duty of care as teachers, because of the student/teacher relationship that exists and teachers' professional standing, all staff are required to take reasonable steps to protect students against risks of injury that could have reasonably been foreseen.

The duty is not to ensure that there is no injury but to take reasonable care to prevent injury that could have reasonably been foreseen. The level of duty of care for ASO staff will depend on the individual role and the arrangements put in place by the principal.

All ASO staff are responsible for providing basic physical and emotional care for students. This may include activities such as toileting, assisting with meals and lifting of students and/or the provision of support to students in accordance with approved student health care/treatment plans. The degree of responsibility for these activities will vary depending on the role, individual student needs and the working environment.

## **Other information**

### **Working in a School Setting Duty of Care**

The legal duty of care requires that all staff should take all reasonable measures to ensure the safety of any student. Whilst administrative and related classifications do not have the same level of duty of care as teachers, all staff are required to take reasonable steps to protect students against risks of injury that could have reasonably been foreseen.

The duty is not to ensure that there is no injury but to take reasonable care to prevent injury that could have reasonably been foreseen. The level of duty of care for administrative and related classifications will depend on the individual role and the arrangements put in place by the principal.

All administrative and related classifications are responsible for providing basic physical and

emotional care for students. This may include activities such as toileting, assisting with meals and lifting of students and/or the provision of support to students in accordance with approved student health care/treatment plans. The degree of responsibility for these activities will vary depending on the role, individual student needs and the working environment.

### **Extracurricular activities**

Administrative and related classifications in schools may be required to assist teachers with the care and supervision of students in out-of-class activities including on school excursions, overnight camps and when transporting students to other campuses or facilities.

These school activities may be in addition to their ordinary hours of work. In these circumstances, participation is voluntary and following agreement with the principal, administrative and related classifications may be granted flex or overtime in accordance with the enterprise agreement.

The degree of responsibility for these activities will vary dependant on the Business Managers student needs and environment.

### **Mandatory reporting requirements**

Administrative and related classifications in schools also have an additional responsibility for the care and protection of students. *The Children's and Young People Act 2008* (the Act) identifies certain persons, including teachers and public servants who in the course of their employment works with or provides services to children and young people, as mandatory reporters.

A mandatory reporter must notify Care and Protection Services when they believe, on reasonable grounds, that a child or young person has experienced, or is experiencing, sexual abuse and/or non-accidental physical injury.

### **Reportable conduct**

The ACT Reportable Conduct Scheme is an employment based child protection measure designed to ensure that allegations and convictions against employees, related to abuse and misconduct against children, are identified and acted on appropriately. The Scheme was developed in response to the Royal Commission into Institutional Responses into Child Sexual Abuse and mirrors the NSW system, which has proven to be an effective and successful model.

The ACT Education Directorate is considered a 'designated entity' under the scheme and as such is required to report allegations, offences or convictions relating to child abuse or child-related misconduct by an employee, to the ACT Ombudsman. For the purposes of the scheme, a child is classified as a person under 18 years old.